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ABSTRACT

Performance objectives focusing on the development of introductory skills in comprehension, speaking, reading, and writing are presented in this text of instructional materials. Lessons center about the use of short dialogues based on everyday, teenage experiences. Special emphasis is placed on vocabulary expansion, present tense of selected verbs, question formation, how to tell time, and counting. Materials for cultural instruction are also included. Sample exercises for student evaluation are provided. (RL)

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LE FRANÇAIS COURANT I

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DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION

This is the very beginning of a standard audio - lingual French I program. The purpose is to learn to comprehend, speak, read and write contemporary French through short dialogs based on everyday teenage experiences.

Special emphasis will be on up-to-date vocabulary with the present tense (affirmative and negative) of some verbs, how to ask and answer questions, how to tell time, and how to count.

BROAD GOALS

The learner, according to his levels of maturity and achievement, will:

1. Distinguish between similar French sounds.
2. Recognise certain aural cues.
3. Understand spoken French in context of material taught.
4. Reproduce acceptable contemporary French through short dialogs based on everyday teenage experiences.
5. Read with understanding and enjoyment all material taught in the course.
6. Write all that he can say using authentic patterns of the French language.

PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills: According to his level of maturity and achievement and in a manner acceptable to the teacher, the learner will

A. Discriminate between sounds.

1. Given ten sounds containing "u" and "ou", he will discriminate correctly five.

2. Given ten forms of singular and plural verbs (forms) the learner will identify those which are plural.

3. Given orally ten sentences the learner will differentiate between interrogative and indicative intonation at least five sentences.

4. Dictated ten numerals, the learner will write nine numerals correctly.

B. Understand the target language which has been taught. Asked orally any five questions he will answer briefly in French or English.

C. Understand any two natives asking and answering questions based on material he has been taught. Hearing any such six questions and answers, the learner will in English identify three.

D. Understand questions based on any material taught. Hearing five questions with three possible answers, the learner will mark A-B.C on his paper according to which is the most acceptable.

II. Speaking Skills: According to his levels of maturity and achievement, the learner will in a manner acceptable to the teacher.

A. Imitate conversations of models at natural speed. Hearing a tape producing lines of material previously taught, the pupil will imitate in the pause provided.

B. Discriminate among sounds taught and pronounce them. Seeing ten pairs of words with somewhat similar sounds, he will pronounce five.

C. Perform necessary changes in form and order.

1. Hearing six statements, the learner will change three to questions.
2. Hearing six questions, the learner will change three to statements.
3. Hearing the cue line for ten person number substitution drills, the learner will perform six.
4. Hearing the cue line for ten substitutions drills on être, the learner will perform seven.

D. Answer questions about the material taught and his usual activities. Hearing any ten questions, the learner will answer five.

E. Ask questions about the material taught and his usual activities. Hearing any ten statements, the learner will ask the suitable question for five.

F. Use culturally acceptable forms. Given six social situations, the learner will use the correct form of "you" in five.

III. Reading Skills: According to his levels of maturity and achievement, the pupil will in writing or orally show his:

A. Awareness of sound-letter correspondence. Seeing ten words, each with three alternates, the student will mark for five words the A-B-C alternate as the one with a sound similarity to the base word.

B. Skill of oran reading as evidenced by intonation and juncture acceptable to the teacher.

1. Given ten words of typical but difficult sounds taught, the learner will pronounce seven.

2. Given four sets of two or three sequential, meaningful sentences, the learner will read two.

C. Skill of reading with direct comprehension of what has been mastered audiolingually. Given in writing a narrative that has been orally-aurally controlled, the student will answer in Spanish six out of ten questions within a time limit set by the teacher.

D. Skill of reading materials that recombine materials already learned audiolingually. Given a narrative, the student will answer six out of ten questions within a time limit set by the teacher.

IV. Writing Skills: According to his levels of maturity and achievement, the pupil will:

A. Copy in the target language that which he has previously heard, spoken, and read. Given any four lines of French, the learner will copy with 95% proficiency.

B. Write from dictation the target language content which he has previously heard, spoken, and read.

1. Dictated any six sentences illustrating sound-letter correspondences especially emphasized, the learner will write three with 90% accuracy.

2. Dictated any five sentences of drill or dialog or narrative, the student will write three with 90% accuracy.

C. Write exercises requiring minimal structural changes.

1. Given a basic sentence with five different cues, the learner will write three new sentences utilizing a cue in each one.

2. Given five sentences with a form of être being omitted, the learner will supply that form for three.

3. Given ten sentences with the verb omitted but the infinitive given, the learner will write the missing form for six.

D. Express self in a limited way by working only with parts of a sentence.

1. Given five affirmative statements, make three negative, using a different negative for each.

2. Given ten infinitives, each with a subject and another noun or adverb, the learner will write five sentences out of the ten.

V. Culture Skills: According to his levels of maturity and achievement, the pupil will:

A. Identify four statements about French education when given seven from which to choose.

B. Describe three differences in social customs between the target culture and the learner's.

VI. Attitude Skills: The pupil will:

A. Participate fully in discussions, projects, and/or making of art relative to French culture.

B. Respond more positively on attitudinal tests given in the second and ninth weeks.

C. Register for an additional course in French.

COURSE CONTENT

ADVERBS

aujourd 'hui
beaucoup
bien
demain
derrière
en avance
encore
ne...jamais
là
mais
où
ne...pas
ne...plus
pourquoi
quelquefois
en retard
ne...rien
souvent
toujours
tout de suite
très

ADJECTIVES

bon
quelques

PREPOSITIONS

après
avant
avec
chez
dans

SUBJECT PRONOUNS

je
tu
il
elle
nous
vous
ils
elles
on

PROPER NAMES

Alain
André
Bertrand
Brigitte
Claude
Claudine
Daniel
Edith
Etienne
Jacques
Laurent
Luc
Marie
Michel
Nadine - Noel
Phillips
Robert
Suzanne
Sylvia

VERBS

s'appeler
arriver
attendre
commencer
dejeuner
demander
dîner
dire
discuter
écouter
entrer
être
goûter
manquer
préparer
présenter
regarder
rentrer
répondre
travailler
venir de
vouloir (venir)

NOUNS

le cinéma
le déjeuner
le dessert
le dialogue
un documentaire
la femme
la fille
la fin
le garçon
une heure
l'homme
les informations
le lycée
madame
mademoiselle
maman
le match
monsieur
le musée
papa
le petit déjeuner
la piscine
la radio

NOUNS

les sports
le stade
la télé
la télévision
le temps
un western
le zoo

COMMON EXPRESSIONS

Bonjour, Monsieur
Bonjour, Madame
Bonjour, Mademoiselle
Comment allez-vous?
Très bien, merci
Au revoir
A bientôt
Ça va
S'il te plaît
Comment vous appelez-vous
S'il vous plaît
Tant mieux
Bien sûr
A demain

STRUCTURE

1. Verbs like travailler, Present tense
2. Liaison and élision: subject pronouns
3. Etre, Present tense
4. Questions answered by Oui or Non
5. Information questions with est-ce que
6. Information questions with interrogative pronouns
7. Negation

   ne...pas

   ne...jamais

   ne...plus

   ne...rien

SUGGESTED PROCEDURES

It is highly recommended that the teacher study the Teacher's Edition of AIM, French Level one, second edition, in order to understand and implement a program that will develop the desired skills in the students. There are many visual and audio aids which make up the complete program. If these components are not a vital part of the instruction, the students will have been denied much valuable instruction that was their right. Finally, the teacher of any second language course today of necessity must make use of successful audio-lingual techniques and constantly beware of new developments.

SAMPLE EVALUATIONS

Performance Objective I A3

You will hear a sentence once. In the pause provided indicate on your paper whether each sentence is interrogative (question) or indicative (statement) with a Q or S.

1. Il a beaucoup à faire.
2. Michel est avec qui?
3. Nous regardons la télé.
4. Les Dupont dînent chez les Lebrun.
5. Qui prépare le dessert?
6. Quand est-ce que les Dupont arrivent?
7. Anne travaille?
8. Ist-ce que je suis en avance?
9. Les hommes sout là.
10. Il est souvent en retard?

Performance Objective I D

You will hear a question twice and then three possible answers. Mark A-B or C on your paper according to which is the most acceptable answer.

1. Où est Charles?
   - A. Martin est avec Charles
   - B. Charles regarde le match.
   - C. Charles est à la piscine.
2. Vous êtes souvent en retard?
   - A. Non, je suis à l'heure.
   - B. Non, je suis au lycée.
   - C. Ils sont toujours à l'heure.

3. Vous travaillez?

A. Non, il regarde le livre.

B. Non, ils travaillent.

C. Oui, je travaille.

4. Allô. Suzanne est là?

A. Non, je travaille.

B. Non, Elle est chez Maire.

C. Non, il est au lycée.

5. Vous appelez Jean?

A. Non, je m'appelle Daniel

B. Oui, il s'appelle Jean.

C. Non, il s'appelle Rigard.

Performance Objective II C

You will hear six statements twice each. In the time alloted change each into a question.

1. Il s'appelle Jean.

2. Marc est au cinéma.

3. Les Dupont arrivent dans une heure.

4. Papa discute avec Anne.

5. Il est minuit.

6. Les femmes arrivent toujours en avance.

Performance Objective III B2

Read when called upon, in a strong clear voice.

a. Est-ce que nous sommes en rétard? Oui, mais les

1. Dupont ne sont pas encore là.

b. Je dîne tout de suite avec Michel et après le dîner il y a un western a la télé.

a. Madame vent regarder un documentaire a la télé.
Jean et Charles ne regardent par la télévision.

2. Ils écoutent la radio.

b. Les Mercier parlent avec Anne avant le match. Il est deux heures et Paul est en retard.

a. Quand est-ce que les Dupont arrivent? A six heures? Bien. Je veux dîner avec eux.

3.

b. Il y a beaucoup à faire. Charles et Marie écoutent la radio et ils ne travaillent pas.

a. Il s'appelle Charles et il est un ami de Marc. Ils travaillent au lycée.

4.

b. Il est sept heures. Papa et les filles regardent la télé. Après ils descutent le documentaire.

Performance Objective IV C1

1. Marie ne travaille jamais.

(vous) 2. _____

(écouter) 3. _____

(ils) 4. _____

(plus) 5. _____

(je) 6. _____

Performance Objective IV C2

Write the correct form of the infinitive which is supplied for each sentence.

1. Marc (étudier) ____ au lycée.

2. Mme. Le Blance (chercher) ____ le professeur.

3. Je (dîner) ____ avec les amis.

4. Je fils (parler) ____ avec M. Merrier.

5. Je (s'appeler) ____ David.

6. Les Dupont (écouter) ____ la radio.

7. Charles et Marc (arriver) _____ dans une heure.

8. L'ami (travailler) ____ a la piscine.

9. Je (être) ____ en rétard.

10. Le professeur ne (regarder) pas _____ la télé.

Performance Objective V A

In the list of items identify to the best of your ability as many as you can.

1. Athletics field of a school
2. Museums
3. Discipline
4. Types of schools
5. Freedom in the curriculum
6. Attitude about scholarship
7. A very popular sport

Performance Objective VI A

The teacher will have to establish a system for systematically evaluating these activities by the pupils. If specific criteria and code are identified there will be less subjectivity.

For example: O - student did not participate

A - student participated acceptably

S - student participated in superior way

Classroll	class discuss, on French schools	asked for extra assign.	brought in relia	etc.
1. _____	0	A	✓	
2. _____	A	✓	A	
etc.				

Performance Objective VI B

It is suggested that the teacher develop a simple test with questions easily answered.

To the student: Please check the answer that applies to you. Do not sign your name.

1. Why are you studying French?
   a. My parents insisted _____
   b. I need it for college _____
   c. My counselor advised _____
   d. I wanted to _____
   e. Other. _____
2. The boring part of the lesson is
   a. Drills _____
   b. Grammar explanation _____
   c. Reading _____
   d. Talking _____
   e. _____

3. The best part of classes

   a. Drills _____

   b. Grammar explanation _____

   c. Reading _____

   d. Talking _____

   e. _____

4. In spite of my likes and dislikes I can see that learning French is important.

   a. It is in use all over the world _____

   b. You should try to learn more about people different from yourself _____

   c. I don't agree that French is important _____

   d. Other _____

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